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ABSTRACT

This activity booklet contains activities related to the skill category of calendar time. For each behavior that is to be learned, activities are given for primary, elementary-middle, and secondary levels. Behaviors are categorized by level and are graded, with the easier tasks appearing first. (MP)

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ED179344

ACTIVITY BOOKLET

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I. Quantitive

B. Calendar Time

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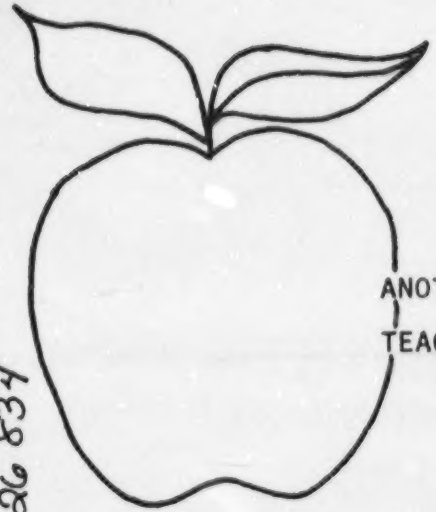


ANOTHER GLRS

TEACHER SUPPORT SERVICE

RESOURCE GUIDE TO APPLIED BASIC SKILLS

BY: CENTER FOR EDUCATIONAL IMPROVEMENT
AND
NORTHEAST GEORGIA CESA
WINTERVILLE, GEORGIA

SE 026 831

Skill Category: Calendar

Flow Chart Code: Primary I-B # 1

Behavior: Labels night or day in pictures and in life experiences.

Primary Activity	Elementary-Middle	Secondary Activity
Show the child pictures of drawings with sun and people playing, working, etc.-Day. Then show pictures of night with only moon and people sleeping-Night. Present several pictures to be placed on white or black construction paper. White for Day Black for Night. Pantomime night activities. Pantomime day activities. Have student guess by saying night or day.	Cut pictures from magazines of "happenings". Make poster of night time activities and day time activities.	Cut out pictures of clothing from catalogs and make a bulletin board display of clothing appropriate for day and/or night.

Skill Category: Calendar

Flow Chart Code: Primary I-B # 2

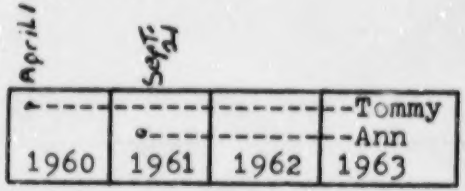
Behavior: Labels morning, noon or afternoon.

Primary Activity	Elementary-Middle	Secondary Activity
Discuss activities that happen from sunrise to lunch time. These are labeled Morning. Discuss activities that happen from lunch to dark, label Afternoon. Discuss lunch as Noon. Dramatic play. One group acts out thing they like best in morning. The other group acts out things they like best about afternoon and what happens at noon.	On small cards list activities such as "get up", "eat breakfast", "go to school", "eat lunch", "go from school to home", "football game", etc. and have students place on chart, one labeled "morning" and another labeled "afternoon".	Prepare a class schedule and have students identify activities as morning or afternoon activities. Label.

Skill Category: Calendar

Flow Chart Code: Primary I-B # 3

Behavior: Associates one day as special event; birthday, Christmas, etc.

Primary Activity	Elementary-Middle	Secondary Activity
Make calendar grid on bulletin board. Place child's picture on his birthdate position two days ahead of time. Put any picture to represent day 1. The next day add day 2 and discuss Big Birthday coming tomorrow. On the birthday have a party at time of calendar discussion. "This day is Tommy's birthday." Repeat for other special days.	Prepare a large calendar chart with all months listed. Place each child's name on the day and date of his birthday. Have students observe chart and write an experience chart stating month and other information concerning class birthdates.	Make a time line and indicate the year by blocks showing the birthdate of each student. 

Skill Category: Calendar

Flow Chart Code: Primary I-B # 4

Behavior: Associates days of week with special events; family celebrations, Sunday School, etc.

Primary Activity	Elementary-Middle	Secondary Activity
Family Time. Each child is given a calendar grid. On Sunday position he places a drawing of something his family does on Sunday. (This may range from sitting, auto riding, etc.)	Have students list foods on menu for school lunch each day. Prepare a copy of weekly menu for class to refer to and discuss.	Use newspaper TV section to locate TV shows. Have student make a list of favorite programs and state day of the week it is on TV.

Skill Category: Calendar

Flow Chart Code: Primary I-B # 5

Behavior: Label winter or summer by associating winter in terms of cold weather, snow, Christmas, heavy clothes; summer in terms of hot weather, vacation, light clothes.

Primary Activity	Elementary-Middle	Secondary Activity
Choose pictured scenes to match flannel board model of winter vs. summer. Place summer or winter box under appropriate section for student to deposit scenes.	Pack a suitcase for a vacation. Choose appropriate clothing and the holiday that the trip occurs, such as winter clothes for Christmas, summer swim suits for July 4th.	Make a list of all major sports. Label each as a winter or summer sport. Have students select from a catalog appropriate clothing to wear to each sporting event.

Skill Category: Calendar

Flow Chart Code: Primary I-B # 6

Behavior: Differentiates today, tomorrow, yesterday.

Primary Activity	Elementary-Middle	Secondary Activity
Day 1. Principal announces class is to make bulletin board paper mural. Announcement arrives at end of day. Do not discuss. Day 2. Discuss <u>today's</u> activity based on <u>yesterday's</u> announcement. Tomorrow put the paper mural on school bulletin board.	Day 1. Arrange an athletic contest: broad jump. Have principal send announcement before last bell about contest on the next day. Place marker on calendar (don't discuss). Day 2. Discuss <u>today</u> is the contest. <u>Yesterday</u> received message. <u>Tomorrow</u> winner will go over to high school coach for special instruction.	Have students practice asking for a "date" "today" for a ballgame "tomorrow". Discuss with "date" what happened "yesterday". Girls might ask a boy to a party "today" which will be "tomorrow". Conversation should begin by talking about something that happened "yesterday".

Skill Category: Calendar

Flow Chart Code: Primary I-B # 7

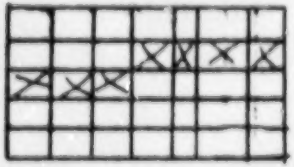
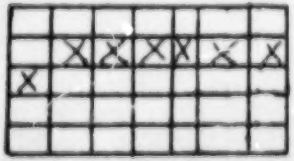
Behavior: Recognizes concept of school week and week-end.

Primary Activity	Elementary-Middle	Secondary Activity
Dramatic play. Saturday and Sunday are week-end family. They are twins joined together by linked elbows. Monday thru Friday are school week family joined together by linked elbows. Each demonstrates an activity of school or week-end. Finale! Line up on huge calendar week placed on floor so week-end breaks apart from calendar. Repeat play for older children.	Discuss on Monday activities that occurred over the week-end. Let each child tell about his week-end activities.	Discuss week-end football or basketball scores. Make a chart of ballgame scores. Update chart each Monday. Categorize games by local high school, colleges, and professional teams.

Skill Category: Calendar

Flow Chart Code: Primary I-B # 8

Behavior: Recognizes seven days week.

Primary Activity	Elementary-Middle	Secondary Activity
Warning: School week and weekend does not make up calendar week. Using floor grid calendar let children place themselves beginning at different positions.  	Warning: School week and weekend does make up week. Discuss 7 day week. Present calendar months to several small groups. Ask them to count the whole weeks in the month two different ways.	On magnetic board with calendar grid for 2 months (April & May) "start your marker (magnetic animal) on April 28 and let him go through 3 weeks before he stops (on last day). Start at different days of week for each contestant.

Skill Category: Calendar

Flow Chart Code: Primary I-B # 9

Behavior: Names days of week.

Primary Activity	Elementary-Middle	Secondary Activity
First learn in song or poem. Give each of seven children a name of the week which he keeps for his name for a week. Everyone calls him by his new name.	Put a list of words on the board that the children are familiar with. Mix the days of the week in the words and let them draw a line under them. Put days of week scrambled on the board and let kids put them in order.	Let each child say the days of the week on tape recorder. Use cut out stencils. Let kids cut out days and paste in booklet. Let others make bulletin board.

Skill Category: Calendar

Flow Chart Code: Primary I-B # 10

Behavior: States name of present day.

Primary Activity	Elementary-Middle	Secondary Activity
Along with other responsibilities, the "leader" tells class members the name of the day. He is labeled "leader for Monday", or the "Monday Leader".	When doing a daily experience story or marking the calendar each day, have the class tell what day it is. Before writing it on the board let each child write the day (or tell a friend what day he thinks it is). Keep score of who was right.	Assign duties to individuals and see that they have a particular task to do on a given day. Rotate and keep a chart of responsibilities carried out.

Skill Category: Calendar

Flow Chart Code: Primary I-B # 11

Behavior: Reorder days of week.

Primary Activity	Elementary-Middle	Secondary Activity
Scramble children labeled by week day names. If contestant forgets name associated with child, he may ask "Who are you?" Contestant places students in order.	Divide class into two teams. On a tape recorder have a series of days of the week recorded. Skip a day and have one team fill in. If missed go to next team. Example: Monday, Tuesday, (pause), Thursday, (pause), etc.	Use middle school activity (tape recorder) and rather than score points let each right answer count a "hit" on a baseball diamond; a second team hit would put the first runner on second base and second runner on first. An incorrect answer would be an "out". Three "outs" would bring the other team to "bat".

Skill Category: Calendar

Flow Chart Code: Primary I-B # 12

Behavior: Recognizes names of the days of the week.

Primary Activity

Use name of the week in an experience story each day. Put name of week on flash cards for practice and drill.
Can use card games, go fishing, rummy, concentration.
Use initial phonic sounds in discrimination of words.

Elementary-Middle

Play calendar "bingo".

Sun	Mon	Tues	Wed
1	11	22	27
5	13	20	28
6	15	free	29
8	18	25	31
2	12	26	30

Secondary Activity

Place "duty" chart on the board with days of the week listed with classroom jobs identified by each day. A student's name will be placed by job and students rotated each week.

Skill Category: Calendar

Flow Chart Code: Primary I-B # 13

Behavior: Reads names of days of week.

Primary Activity	Elementary-Middle	Secondary Activity
Reads experience story with name of week in each story. Drill with flash cards. Student is able to pick out a card with the correct day of week on it for that day, from a chart that must be changed each day.	Write a story on the board with children's help using every day of the week. Let kids volunteer to read the story aloud then pick their favorite day. Let them draw a picture about that day and label it.	Scramble days of week on board and let the kids put the letters in the right order. Example: 1. uedtsay 2. dyaonM Write sentences using days of the week.

Skill Category: Calendar

Flow Chart Code: Primary I-B # 14

Behavior: Reads numeral date of month.

Primary Activity	Elementary-Middle	Secondary Activity
Student practices on a calendar counting 1 thru 30 or 31. Have a calendar in the room which on each day a new number is added for the new day. Use the day of the month in an experience story each day.	Let each child draw a calendar of the current month and circle the present day in their favorite color. Do this each day. Let one child a day go to the class calendar and point to the day of week and date. (Tues. Nov. 5)	Cut several large pieces of butcher paper and let children get into groups. Let each group make a giant calendar and color code each day. Hang in room. Monday can be red, Tuesday-green, Wednesday-orange, so forth.

Skill Category: Calendar

Flow Chart Code: Primary I-B # 15

Behavior: Sequences days of the week (Sunday as first day of week).

Primary Activity	Elementary-Middle	Secondary Activity
Cards with the names of the week on them large enough to be seen from chalk tray. Mix up the days and have student put them in correct order.	Scramble week days on board. Have kids arrange in order. Let kids divide into groups and make up skits about the days of the week. Seven people in a group. Let each child make his own name tage of what day he is.	Show the calendar and discuss which day comes first and which day is last. Let children draw their own calendars by looking at the class calendar and label it correctly.

Skill Category: Calendar

Flow Chart Code: Primary I-B # 16

Behavior: Recognizes own birthday.

Primary Activity	Elementary-Middle	Secondary Activity
First explain to student what his birthday means. Then mark each student's birthday in the room on a calendar. Drill orally on a regular basis of when a student's birthday is. Have student find his birthday on a calendar.	Student practices writing birthday month, day, year.	Practice writing birthday on forms.

Skill Category: Calendar

Flow Chart Code: Primary I-B # 17

Behavior: Tells number of months in a year.

Primary Activity	Elementary-Middle	Secondary Activity
Display a yearly calendar, ask students to count the months on the calendar. Drill students quite often until they retain. If missed have them count the months again.	Discuss how many months we are in school and how many months we are out for the summer. Which months have holidays? Show how to write the number of the month instead of the name, starting with January - "My birthday is in Sept. so I was born in the 9th month." Let each child figure what number his birthday is.	Explain that there are four seasons in a year. Each season is approximately 3 months. $4 \times 3 = 12$ Have student name the months and put them in the proper season.

Skill Category: Calendar

Flow Chart Code: Elementary I-B # 1

Behavior: Names months of year.

Primary Activity	Elementary-Middle	Secondary Activity
Each day have experience story which contains day and month and year. Have students to point out the day on the room calendar. Have each student keep personal calendars and mark the day of month off.	Learn by rote memory using rhythm stick beat out. Can use visual aids of calendar with months written on it. Repetition of this activity. Use flash card with month named. Have students play card games.	Ask student to name month when clue is given such as naming a holiday or important even which occurs in a particular month.

Skill Category: Calendar

Flow Chart Code: Elementary I-B # 2

Behavior: Demonstrates awareness of concept of morning, noon, afternoon, night, and mid-night in relationship to time.

Primary Activity	Elementary-Middle	Secondary Activity
Give picture cards from magazines and papers to children showing activities which occur at specific times of the day. Have students tell the time of day that special things happen during the day such as what time you go to bed, wake up, eat breakfast, etc.	Using a cardboard clock showing that AM means morning from 12:00 mid-night to 12:00 noon. Relate morning activities to the morning. Do this with noon, afternoon, and night. Sequence pictures that display activities under labels; also do this with clocks showing times.	Have kids role play activities for the morning, afternoon and night. Let group at their seat guess what part of the day it is after the other group is through.

Skill Category: Calendar

Flow Chart Code: Elementary I-B # 3

Behavior: Names current month.

Primary Activity	Elementary-Middle	Secondary Activity
Use experience sentence every day so that child may be reminded of the current month each day. "Today is Tuesday, October 1st."	Use experience story describing characteristics of current month. Write a new story each week, but review the story daily. "October is a fall month. The leaves begin to change colors in October."	Require students to use the date on all written work. If they keep cumulative papers, have them file them by months.

Skill Category: Calendar

Flow Chart Code: Elementary I-B # 4

Behavior: Names previous month (names month before).

Primary Activity	Elementary-Middle	Secondary Activity
List on the board or use pictures to show the events of the previous months and then lead the students to recall when or what months the events occurred.	With an entire years-months showing have student to tell you what is the month before the ____ month. Practice this several times then move from calendar and ask student to tell you last month--point to current month, have student name month.	Have students name the month before their birthday, Christmas, Easter, etc.

Skill Category: Calendar

Flow Chart Code: Elementary I-B # 5

Behavior: Demonstrates concept of spring and fall.

Primary Activity	Elementary-Middle	Secondary Activity
Show several pictures showing spring and fall. Have students group the pictures into the two groups.	Show pictures of winter (extreme conditions) and pictures of summer (also showing extreme conditions) then ask them what comes between in terms of activities. Tell them that the difference between winter and summer is spring and fall. Have students pick out activities that occur during spring and fall seasons.	Pretend that you are planning a trip and will be gone from spring to fall. Discuss what you will need at first then after summer is over.

Skill Category: Calendar

Flow Chart Code: Elementary I-B # 6

Behavior: Demonstrates concept of 24 hours in a day.

Primary Activity	Elementary-Middle	Secondary Activity
	Have a cardboard clock to show time. Have a variety of activities which show community or home life activities that happen at certain hours. Start with 12: midnight. Tell students that this time starts a new day. Have students to keep record of hours as you go through a 24 hour activity period to total 24 hours.	Discuss how a 24 hour period is usually divided up in a day--how long you sleep, how long you work, eat, play, etc. Try adding up the hours.

Skill Category: Calendar

Flow Chart Code: Elementary I-B # 7

Behavior: Demonstrates relationship between January and first month of the year.

Primary Activity	Elementary-Middle	Secondary Activity
	Show several calendar years with their total months visible. Then ask students to tell which month is first on every calendar of each year. Then ask them which day is the first day in each year. Explain that New Years is the first day in January, explain holiday. Have student point this out on a calendar.	Discussion: Why do people have parties on the first day in the new year (January)? Lead to association of January being the first of a New Year. Have students write invitations to a New Year's Day dinner giving date--(January 1, 1980).

Skill Category: Calendar

Flow Chart Code: Elementary I-B # 8

Behavior: Names months in sequence.

Primary Activity	Elementary-Middle	Secondary Activity
Cut out 12 clothes items out of paper such as: dresses, pants. Print a different month on each (card, item), then have student come up and put them in order.	Separate a calendar by tearing off month pages. Then have student put the month pages in order and name.	Let children practice this on tape recorder then recite to class.

Skill Category: Calendar

Flow Chart Code: Elementary I-B # 9

Behavior: Demonstrates knowledge of relationship of a month to its numerical sequence in a year.

Primary Activity	Elementary-Middle	Secondary Activity
Make puzzles on a 3x5 card. Write on the top half of the card the month, and on the bottom half the number. Cut the card for each month differently. Students will put card together that matches number. January 1st	Set up a years calendar in full year shown--placing months in order with a number under each: Jan Feb Mar Apr etc. 1 2 3 4 Explain that a short way to write a month is to use the number it comes in a year. Mix up months and have student to match number with its month. Practice writing the date with a number in place of a month.	Write your birthday and important days using numbers instead of months.

Skill Category: Calendar

Flow Chart Code: Elementary I-B # 10

Behavior: Differentiates between school year, calendar year.

Primary Activity	Elementary-Middle	Secondary Activity
Show 12 months on cards on a string line. Put clothespins on the months which are included in a school year.	Make a "month train". Print name of each month on a train card. Have students place pictures of school activities in the cars labeled Sept.-May. Then let students place pictures of events that happen in June-August.	Discussion on what is a year, calendar sun and earth's orbit. Then ask students what is a school year. Have them name the months in a school year, which is first month and last in comparison to calendar year. Do same with fiscal year after explaining its meaning as amount of time that an amount of money is set up for a company or government. Usually begins July 1.

Skill Category: Calendar

Flow Chart Code: Middle I-B # 1

Behavior: Adds and subtracts by counting on calendar, (How many days until).

Primary Activity	Elementary-Middle	Secondary Activity
Put days of the month on cards and make into flip cards. Mark the special events with a color or a picture.	Place a large grid calendar in classroom. Color code special days (red, blue, orange, etc.) in each month. Example: Halloween, Thanksgiving, Christmas, Valentine Day. Say to children "We will have a nice surprise on Halloween day in this class. Using a special marker from the day announced, ask children to tell you how many days until? Do this for all special days.	Use the same method for subtraction. Ask someone to show how many days they've been in school, how long since a special holiday (choose something close) etc.

Skill Category: Calendar

Flow Chart Code: Middle I-B # 2

Behavior: Designates time by first, middle or last of month or year.

Primary Activity	Elementary-Middle	Secondary Activity
Color code the numbers on the calendar into three sections (10 days each). Have student tell whether the date is in the first, middle or last of the month or year. Color half of the calendar months, or the same way (4 months section).	Plan with students a cooking activity with responsibilities divided among students: Group I: First of month Group II: Middle of month Group 3: Last of month Mark this on calendar grid. Group leader is responsible for group plans and duties to be done at his time. Plan a final activity for end of year and mark on calendar.	Same type of activity as middle using special projects or assignments to fit their interest.

Skill Category: Calendar

Flow Chart Code: Middle I-B # 3

Behavior: Writes day-date, month, year, and punctuates.

Primary Activity	Elementary-Middle	Secondary Activity
Tell the child the name of the day and ask him to punctuate correctly at the beginning of an experience story.	Ask students to head their daily papers with their name, day-date, month and year and punctuate it. Write an example on the board. Ask them to alternate with abbreviating days and months.	Same activity. Also ask them to plan an activity for a future day and include the day, date, month and year of the event. Do this as seat-work.

Skill Category: Calendar

Flow Chart Code: Middle I-B # 4

Behavior: Punctuates written date.

Primary Activity	Elementary-Middle	Secondary Activity
Write unpunctuated dates on strips of paper (January 24 1977). Have commas drawn on clothespin Have student place clothespin in the correct place.	Practice! Given a ditto sheet, have students correct the written day, date, month.	Have students compare the--day, dates, month,--how they are written on papers, magazines and other books.

Skill Category: Calendar

Flow Chart Code: Middle I-B # 5

Behavior: Abbreviates day of week and month.

Primary Activity	Elementary-Middle	Secondary Activity
Puzzle. On 3 by 5 cards paste pictures and cut cards in uneven manner. Put completed word on half and abbreviated on the other half. Allow child to match cards.	Explain that there are short ways to write the day of week and month of the year. Then show with cards which match like puzzles how abbreviations and actual names are similar. Have student find ones he thinks are his abbreviations and see if puzzles go together.	Discussion on sometimes an even shorter way of writing of week is M - T - W instead of Mon - Tues - Wed.

Skill Category: Calendar

Flow Chart Code: Middle I-B # 6

Behavior: Abbreviates months of year.

Primary Activity	Elementary-Middle	Secondary Activity
Puzzle. On 3 by 5 cards paste pictures and cut cards in uneven manner. Put complete word on one half and abbreviated on the other half.	When writing the month of the year for board work, let the children use abbreviation on same day. Call on different children to give the correct abbreviated spelling for a certain month.	Make a match game of months of year using abbreviations and whole month (like concentration).

Skill Category: Calendar

Flow Chart Code: Middle I-B # 7

Behavior: Associates months with seasons.

Primary Activity	Elementary-Middle	Secondary Activity
Divide a paper plate in 12 sections. Mark each section with calendar months in order. Take 12 clothespins; mark 3 pins per season. Let students clip clothespin on correct months. Color code on back for correction.	Have set of cards that show the four seasons of the year. Label the season. Have a set of twelve cards with the months of the year. Have student to place the correct months with the seasons.	Ask what type clothes you might wear in the spring. Ask the child to also list what months are in that particular season.

Skill Category: Calendar

Flow Chart Code: Middle I-B # 8

Behavior: State the number of days in year.

Primary Activity	Elementary-Middle	Secondary Activity
	In classroom display a large calendar. Have each child make his own calendar. Ask him to count with you all the days in a year.	Listen to "almanac" on radio station where he says "This is the 48th day of the year with 317 to follow". Do your own "almanac" each day.

Skill Category: Calendar

Flow Chart Code: Middle I-B # 9

Behavior. Designates date by first Monday or third Tuesday, etc.

Primary Activity	Elementary-Middle	Secondary Activity
	After learning to count by weeks on calendar, ask student to pick out 1st Monday of each month. If student has problems with concept, 1st, 2nd, etc., work with said object placing in order.	Relate thing like church activities, school affairs or club meeting. Plan a meeting with the class for the 2nd Tuesday of next month and ask what day that would be (day, date, month, year).

Skill Category: Calendar

Flow Chart Code: Secondary I-B #1

Behavior: Demonstrates concept of per day, per week, per year.

Primary Activity	Elementary-Middle	Secondary Activity
		Using salary scales, have student figure amounts earned by day, week or year. Using payment plans (interest rates, etc.) have student figure amount of cost. Using rent due, have student figure amount in day, month, weeks, years. Also use the child's lunch money for an example.

Skill Category: Calendar

Flow Chart Code: Secondary I-B # 2

Behavior: Demonstrates awareness of due dates, bills, payments, deadlines, expiration.

Primary Activity	Elementary-Middle	Secondary Activity
		Bring in several different types of materials which show a due date. Example: bills, orders from magazines, coupons, store advertisements, weekly grocery page. Have student tell you what the date on the above means. Explain how some advertisements are tricks to be aware of, and that some dates and expiration dates are good to know how long they are. Discuss importance of due dates on bills.

Skill Category: Calendar

Flow Chart Code: Secondary I-B # 3

Behavior: Recognizes datelines, newspaper and magazines.

Primary Activity	Elementary-Middle	Secondary Activity
		Give out newspapers and magazines and other type of material that has a dateline. Ask student to find date and read. Show students how things can be misunderstood because of wrong date being understood.

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